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the need of sympathy and insight rather than technical child-study; the great importance of individual attention and training; heredity, interest, apperception and correlation; special types of children, parental coöperation, and the specific obligations of the school toward the child.

The author is outspoken against arbitrary requirements of colleges which, in practice at least, are opposed to higher humanitarian aims. Secondary and even grammar schools are coerced into exactions which are both artificial and unhealthy. "The evils of this condition are vastly greater where girls come under its influence. Those aims in life which should be the center of their interest and thought are ignored, and girls are permitted to take courses made for men, to the detriment of health and other higher interests of life.

The chapters on "Education and the Church" and "Education as a Cure for Crime" merit a fullness of discussion impossible in a brief review. Here, and throughout the book, the author deals vigorously, though sympathetically, with questions of intense living interest. Many of his readers will not concur with him as to some matters of opinion and detail, all will agree, however, that he has given to current educational literature a timely and useful contribution.

HENRY R. CORBETT

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Plant Relations. Part I of Botany. By DR. JOHN M. COULTER.
New York: D. Appleton & Co. 1899.

TEACHERS of botany in secondary schools will certainly read this book with unusual interest. Methods of teaching botany have changed so radically that in recent years there has been an absolute dearth of good books to supplement the work done in the laboratory and in the field. Several excellent elementary botanies have been published within the last year or two, but none that is so well adapted, both in content and manner of presentation, to the degree of mental development and previous experience of the majority of the students for whom it was written.

In this Part I, the plant is approached from the standpoint of its ecology, with an occasional development of its physiology when naturally suggested. Herein lies one of the strong points of the book. It presents those phases of the plant's life that are easily observed—the objective features that appeal most powerfully to the young and

untrained student—and by a systematic development of the most striking life relations gives a correct conception of the plant's place in nature.

Although there is no formal division of the book into parts, it naturally divides itself into two general topics.

The first, covering about 140 pages, is devoted to the development of the life relations of the several plant organs—both vegetative and reproductive—the various adaptations to meet their life necessities, the simple details of their structure, their functions, and the correlations of these functions with their life relations and structure.

The second, composing the remaining 110 pages, deals with the relations of the plant as a whole—the elements that enter into its struggle for existence, the processes of its nutrition, and the manner in which vegetation groups itself into societies as a result of the adjustment of the plant to the various demands of its environment.

As a whole, the book is a marvel of clearness and simplicity of expression, and that, too, without any sacrifice of scientific accuracy or any tedious circumlocution. The chapters on "Flowers and Insects" and "Nutrition" are especially noteworthy in this respect.

The illustrations form one of the remarkable features. They are very numerous, comprising fully 100 of the 255 pages; they are excellently done, almost without exception, and they are always in point. Those illustrative of plant societies will be found to be especially valuable, since they show many conditions that cannot be seen by any one class.

The book should be an eye-opener to those who have conceived the making of herbaria or the drawing of cross-sections to be the alpha and omega of botany work in the secondary school. The spirit of the new botany breathes from every page. Abundant work in the laboratory and field is intended to take the initiative in using this book, and it presupposes a teacher competent to interpret, to amplify, and to suggest, and one who has sufficient energy to prepare the proper material for class work, and to select for study in the field places that will enable the student to relate the facts observed in the laboratory to their place in nature. If used under these conditions, the book will give to the study of botany an educative value that it has never had, and at the same time will be an actual preparation for a further study of the subject than is contemplated in this half-year's course.

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